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ABSTRACT

This document provides additional information for teachers and administrators who are implementing the Illinois Plan for Home Economics Education by conducting the several exploratory/orientation courses developed in the curriculum. These six appendixes contain the following: (1) the Illinois Home Economics Sequential Program; (2) a comparison of various processes used in home economics textbooks; (3) an article explaining the six dimensions of wellness; (4) the Illinois State Goals for Learning; (5) a computer software listing of 108 programs; and (6) acknowledgements listing the persons who contributed to the Illinois Plan for Home Economics Education curriculum project. Some of the programs in the computer software list are: Advertising; AIDS; Alcohol; Ask Me: Sex Information for Adolescents; Be a Winner: Negotiate; Career Directions; Checking and Savings; Child Development Series; Cholesterol Countdown; Color Your World; Credit and Loans; Design Your Own Home; Fabric Identification Kit; Filling Out Job Applications; Food for Thought; Home Energy Savings; Living Alone; Personality Profile 2; Positive Parenting; Pregnancy Series; Total Stress Management System; and Work Habits. (KC)

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ED 384 822

The Illinois Plan For Home Economics Education

A Curriculum Guide

Appendices

Illinois State Board of Education

Adult, Vocational and Technical Education

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APPENDICES

Page

Appendix A: ILLINOIS HOME ECONOMICS SEQUENTIAL PROGRAM..... AP-1

Appendix B: COMPARISON OF VARIOUS PROCESSES..... AP-3

There are a variety of processes included in home economics textbooks. The chart that follows lists some of the processes and illustrates the similarity between the steps of the processes. Processes are helpful to think through a task prior to performance. Once learned, a process may be transferred to other situations. The ability to apply processes helps individuals to function in a complex society.

Appendix C: THE SIX DIMENSIONS OF WELLNESS AP-5

This article is used as the basis for defining wellness in this guide. All six dimensions—physical, spiritual, emotional, social, intellectual, and occupational—are important for individuals to be productive workers and family members.

Appendix D: ILLINOIS STATE GOALS FOR LEARNING AP-7

This abbreviated list of Illinois State Goals for Learning and Sample Learning Objectives for grades 8, 10, and 12 is included to interpret the codes used in the content outlines and the activities.

These goals are the result of educational reform legislation which defined the primary purpose of schooling. The goals, broadly stated, are relatively timeless expressions of what the state of Illinois wants and expects its students to know and be able to do as an outcome of their elementary and secondary schooling. They are terminal goals—that is, they identify what students are expected to know by the time they complete their elementary and secondary education.

Appendix E: COMPUTER SOFTWARE LIST AP-71

The titles of the software have been listed in alphabetical order. No attempt has been made to correlate the software with the content outlines or activities because of overlapping information.

The prices listed are as of May 1991 and are subject to change.

The following catalogs were used to develop the list:

- AAVIM Vocational Resources Catalog
  American Association for Vocational Instructional Materials
  745 Gaines School Road
  Athens, GA 30605
  (800) 228-4689

- Cambridge Home Economics Catalog
  P.O. Box 2153, Dept. HE6
  Charleston, WV 25328-2153
  (800) 468-4227

- Home Economics and Life Skills Catalog
  The Learning Seed
  330 Telser Road
  Lake Zurich, IL 60047
  (800) 634-4941

- Home Economics School Services Catalog
  10200 Jefferson Boulevard
  P.O. Box 802
  Culver City, CA 90232-0802
  (800) 421-4246

- JIST Catalog
  JIST Works, Inc.
  720 North Park Avenue
  Indianapolis, IN 46202-3431
  (800) 648-JIST

Appendix F: ACKNOWLEDGEMENTS AP-95

This is a listing of all of the individuals who contributed to the Illinois Plan for Home Economics Education curriculum project.

Appendix A

ILLINOIS HOME ECONOMICS SEQUENTIAL PROGRAM

ILLINOIS HOME ECONOMICS SEQUENTIAL INSTRUCTION

Home economics education prepares individuals to live and work in an informational, global, and technological society. Planned, sequential instruction is ideal to prepare students to function at home, school, and work.

An awareness of home economics begins in kindergarten and elementary classes with the introduction of topics such as nutrition, safety, communication, self-esteem development, relationships, and careers. The delivery of these topics varies from school to school.

Foundation knowledge and skills are provided in the exploration/orientation courses typically taught in the middle school/junior high or the ninth grade. The new LIFE course is designed as the first course in the sequential program. The three sections–Dimensions For Living, Creative Lifeskills, and Living Science–are designed as independent units. One or more of these three along with child or human development instruction, should be completed prior to enrolling in preparation level courses.

Home economics preparation courses provide more in-depth knowledge and skills than orientation courses. Further preparation level instruction may be obtained through postsecondary courses or programs at colleges and technical schools.

Nearly all adults will find it necessary to retrain in order to achieve life enrichment and job enhancement. Life-long learning for home economics careers may be accomplished through self-study, credit and noncredit courses, inservice seminars and workshops, and degree programs.

Contact the Illinois State Board of Education/Department of Adult, Vocational and Technical Education for more specific information on home economics program content.

Appendix B

COMPARISON OF VARIOUS PROCESSES

COMPARISON OF VARIOUS PROCESSES

PROCESS STEPS

PROCESS NAME	ONE	TWO	THREE	FOUR	FIVE
DECISION-MAKING	define problem	gather information	weigh alternatives	make decision	evaluate decision
PLANNING (FHA-HERO)	identify concerns	set goal	form plan	act	follow-up
SCIENTIFIC METHOD	make observations	form hypothesis	test hypothesis	draw conclusions	evaluate results
CREATIVE THINKING	be observant	generate ideas	incubate ideas	select idea and imple-ment plan	evaluate results
PROBLEM SOLVING	identify problem	determine alternative solutions	gather data	select and implement solution	evaluate results
MANAGING	set goals	consider resources	make a plan	carry out and monitor plan	evaluate results
BUYING	recognize need	search for informaiton	evaluate alternatives	select product	post-purchase evaluation
COMMUNICATION	collect information	formulate message	send message	translate message	provide feedback
GOAL SETTING	desire	set goal	form plan of action	act	evaluate

Appendix C

THE SIX DIMENSIONS OF WELLNESS

THE 6 DIMENSIONS OF WELLNESS

BY BILL HETTLER

Wellness is an active process through which you become aware of and make choices that you hope will lead to a more fulfilling, more successful, more well life. As such, wellness is an approach that emphasizes the whole person, not just the biological organism.

Whether or not your wellness score on the Wellness Test is high, low or just fair (see pages 40 and 41), you have the option of improving it by the personal health choices you make.

There are six dimensions of wellness. No one dimension is more important than the others; they are each vital components of the whole. (See Figure 1.) The choices that you make to improve your wellness score lie within one or more of these areas.

- **The physical dimension** measures the degree to which you maintain cardiovascular flexibility and strength. It also measures the behaviors that help you prevent or detect early illnesses and the degree to which you choose nutritious foods.
- **The social dimension** measures the degree to which you contribute to the common welfare of the community. It is a reflection of the interdependence you feel with others and with nature.
- **The emotional dimension** measures your awareness and acceptance of your own feelings. This includes the degree to which you feel positive and enthusiastic about yourself and life. It also measures your ability to appropriately control your feelings and to assess your limitations.
- **The intellectual dimension** measures the degree to which you engage in creative, stimulating mental activities. An intellectually well person uses available resources to expand his or her knowledge and to share that knowledge with others.
- **The occupational dimension** measures the satisfaction you gain from your work and the degree to which you are enriched by your work.
- **The spiritual dimension** measures your ongoing involvement in seeking the meaning of and purpose in human existence. It includes a deep appreciation for the depth and expansion of life and the natural forces that exist in the universe.

These six dimensions are also lifestyle indicators. Few people would argue that the way we lead our lives influences our health and well-being. In fact, more than 50 percent of the deaths in the United States are a direct result of the lifestyle choices people have made. (See Figure 2.) Genetic makeup, the environment and the inadequacies in the health care system are each far less significant. What is clearly indicated is a wellness approach to living, an approach that pursues optimal well-being.

As shown in Figure 3, health and wellness can be plotted on a continuum. At one end there is premature death; at the other end total wellness. The traditional approach to health care addresses primarily disabilities and symptoms in an attempt to bring the patient back to the midpoint on the continuum, a point of no illness.

This is not to say that traditional medicine does not perform a valuable service—it does. However, traditional medicine cannot move you past the midpoint on the wellness continuum. Total wellness can only be achieved if you assume personal responsibility for your actions and for the choices you make within the physical, social, emotional, intellectual, occupational and spiritual dimensions of your life. This is a positive approach that allows you to start wherever you are on the continuum now and move on your own initiative toward optimal well-being. This progression can be achieved through education, increased personal awareness of your behaviors, value and attitude clarification, self-actualization and, finally, through changes in lifestyle.

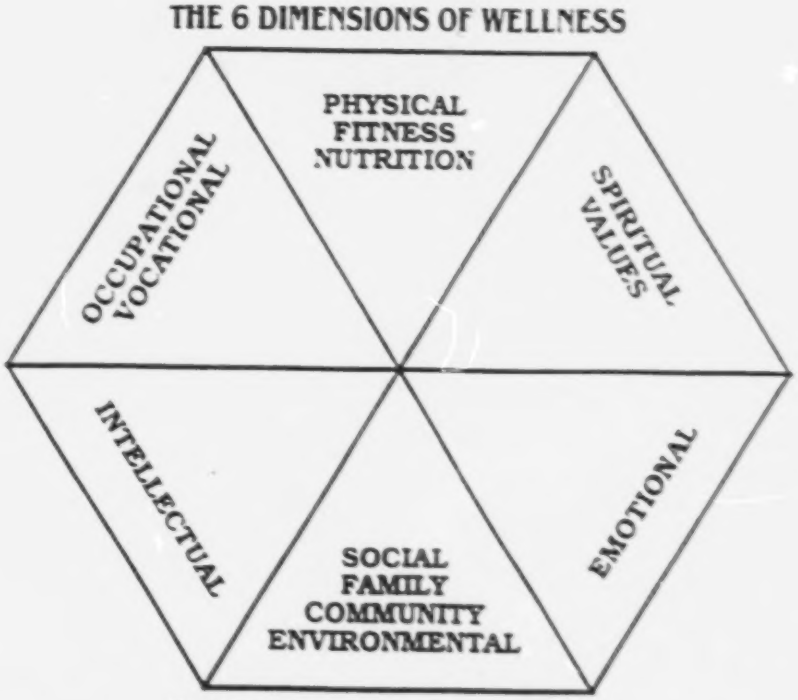

Figure 1. The six dimensions of wellness are represented in this hexagon as equal components of a whole. Copyright © 1979 by Bill Hettler, M.D. Used with permission.

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THE QUALITY OF LIFE CIRCLE

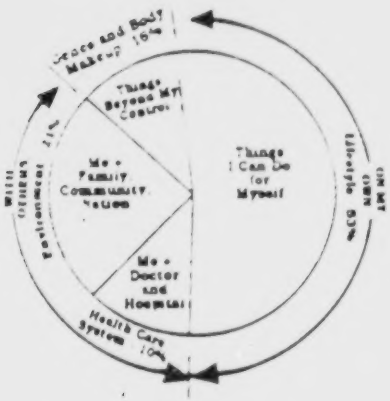

Figure 2. The pie chart indicates that individual choices are more important than any other factor influencing personal health and well-being. Copyright © 1980 by LW—SP Institute for Lifestyle Improvement. Used with permission. Source: *Ten Leading Causes of Death in the United States 1975.* Atlanta, GA: U.S. Department of Health, Education and Welfare, Public Health Service, Center for Disease Control.

BEHAVIOR CHANGE GUIDELINES

The success with which you achieve total wellness will depend, in part, upon your ability to change negative behaviors. The following guidelines should make the transition to positive behaviors a little easier.

1. Identify a specific behavior that you would like to change and feel you can change. Start with a less difficult behavior.
2. Make a tally sheet for one week and record the behavior you would like to change. Record the number of times it occurs, the circumstances in which it occurs, your feelings and how important the behavior was (1 = most important — 5 = least important).
3. Reward yourself immediately in a healthy way for following the desired behavior.
4. Break the automatic habit. Many behaviors occur without conscious thought: smoking, eating, driving a car without a seatbelt. Break up the routine. Put your cigarettes in a different place, agree to eat with your opposite hand, etc.
5. Withdraw rewards when possible for undesirable behavior.
6. Change your environment, if possible. Look for people and social systems that are compatible and supportive of your desired behavior.
7. Focus on the positive effects rather than on what you are losing as a result of the change.
8. Think flexibly. Most limitations are internal. We tend to blame others for our inability to change when creative thinking would provide an effective strategy for the desired behavior.
9. Learn through observing others — healthy others, especially those with whom you can easily identify.
10. Convert difficult goals and complex behavior change into small and achievable steps (i.e., running a marathon may involve beginning with a short walk-run exercise program, gradually evolving over a six-month or one-year period into a full marathon).
11. Practice, practice, practice! Repetition is an important key to learning.
12. When in doubt, consult with knowledgeable others.
13. Learn from your failures. Behavior change often takes time. Thomas Edison was once asked why he persisted in his desire to invent a new type of battery in the face of frequent failure. He replied, "What failure? I have no failures. Now I know 50,000 ways it won't work. You are not a failure when you fail."

Bill Hettler is director of Health Services at the University of Wisconsin-Stevens Point where he also co-founded the Institute for Lifestyle Improvement. Dr. Hettler writes extensively on the topic of health and wellness.

THE WELLNESS CONTINUUM

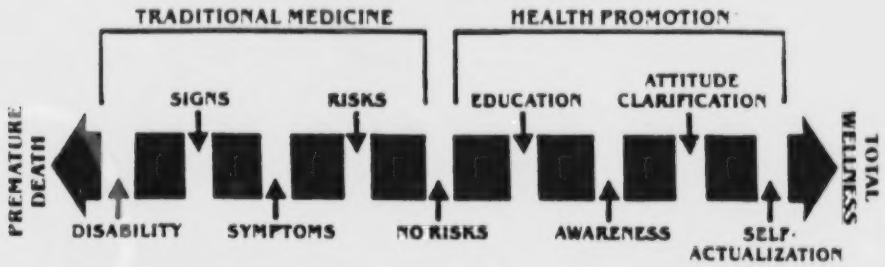

Figure 3. The wellness continuum implies that traditional medicine can only lead individuals to a point of no illness / no risks. The achievement of total wellness, however, requires active participation on the part of the individual in terms of his or her own health promotion. Based on a model by Lew Robbins, M.D., M.P.H., John Travis, M.D., M.P.H., and Bill Hettler, M.D. Copyright © 1980 by LW—SP Institute for Lifestyle Improvement. Used with permission.

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Appendix D

ILLINOIS STATE GOALS FOR LEARNING

BIOLOGICAL AND PHYSICAL SCIENCE

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will have a working knowledge of the concepts and basic vocabulary of biological, physical, and environmental sciences and their application to life and work in contemporary technological society.

Sample Learning Objectives for Grade 8

B1. Demonstrate the necessity for organizing orderly systems of related facts.

B2. Recognize how different elements are categorized in the periodic table.

C2. Know the structures of cells.

C3. Use the fundamental units of length, mass, and time found in the metric system of measurement.

D1. Understand how humans interact with other organisms in a food chain.

D2. Know how atoms interact in chemical reactions.

E1. Understand how organisms live in habitats, fill niches, and interact with other parts of a community.

E2. Recognize factors that can affect a population of organisms.

E4. Recognize symbiotic, competitive, and predator/prey relationships among organisms.

F1. Know the laws of conversion of matter, energy, and mass-energy.

F3. Compare the phases of matter.

F4. Differentiate among the forms of energy at work in nature.

F5. Understand the effect of heat energy on matter.

G2. Relate diffusion to osmosis.

I1. Recognize how the sun affects air temperatures and pressures.

L1. Understand phase change at the molecular level.

L3. Know how the rate of dissolving can be altered.

M4. Understand how various organisms adapt differently to the same environment.

N1. Understand the use of nutrients in the body.

N2. Know cellular functions within the major body systems.

N4. Know the functions of skin, muscle, and skeletal systems.

N6. Relate environmental conditions to the diversity of the structures and functions among plants and animals.

O2. Understand the uses and advantages of simple machines.

P1. Compare an object to its actual size when a scale is given.

P2. Recognize optical illusions as a flaw in perception.

P3. Understand how senses are enhanced.

P4. Compare the characteristics of an object by direct and indirect observation.

Sample Learning Objectives for Grade 10

C2. Identify the components of the DNA molecule.

D1. Recognize that a chemical equation describes a chemical reaction.

D4. Recognize that one population of organisms can affect another.

E1. Understand the interactions among populations of plants, herbivores, and carnivores.

E2. Identify the components necessary for a community to exist and survive.

E3. Compare a population growth curve to available natural resources.

F2. Demonstrate that an energy change accompanies a chemical change.

F4. Use the kinetic molecular theory to explain phase change.

F5. Classify samples of matter by their characteristic physical and chemical properties.

G1. Recognize that good conservation practices depend on understanding the balance between living things and their environment.

I1. Understand the principle of cause and effect as it applies to disease.

I3. Recognize that the populations of plants and animals change as the environment changes.

J4. Know how temperature affects the water cycle.

K1. Understand major body systems.

L2. Observe examples of change in matter and decide if they are of a physical or chemical nature.

M1. Understand how a microorganism moves, obtains foods, excretes waste, responds to stimuli, and reproduces within its environment.

M4. Compare processes by which matter and energy are transported throughout an organism.

N2. Identify body changes and explain how hormones cause some of these body changes.

N4. Know the genetic basis of diversity.

P1. Differentiate between color and pigmentation.

Q4. Understand the use of reference points to describe the relative position of objects.

Sample Learning Objectives for Grade 12

A1. Support the statement that living things receive their characteristics from the parent organism(s).

C1. Understand the classification of matter.

C2. Understand the importance of acids, bases, and salts in industry and the home.

D3. Identify examples of simple chemical reactions that occur frequently in our daily lives.

E1. Understand that communities are affected by limiting factors.

E2. Understand that an ecosystem consists of a community interacting with its physical environment.

F2. Recognize the results of the effect of heat energy on samples of matter.

M2. Understand that the basic unit of inheritance is DNA.

M3. Recognize that all organisms exhibit responses to stimuli.

N3. Identify the major organs of the human body and relate them to a function.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will have a working knowledge of the social and environmental implications and limitations of technological development.

Sample Learning Objectives for Grade 8

A1. Compare and contrast the differences between science and technology.

A2. Identify newspaper and magazine articles as science or technology stories.

A3. Identify areas of current scientific research that may evolve as technological developments.

B2. Understand the dependence of society on geologic resources.

B3. Understand the positive and negative aspects of the consumption of renewable and nonrenewable resources.

B4. Relate our future energy supply to finding new sources and to the wise use of current supplies.

C1. Know the interrelationships between the manufacturing of goods and the raw materials from which they are derived.

C2. Know differences between natural and man-made pollution.

C3. Understand how communities are affected by improved technology.

D1. Understand how personal items are made available as a result of technological advances.

D2. Identify careers in which scientific training is important.

E1. Contrast the present limitations of the earth's natural resources with consumer demands.

E2. Identify items considered essential today that were not available five years ago, fifteen years ago, twenty-five years ago.

E3. Evaluate validity of advertising claims.

F1. Identify interacting elements within a community.

F2. Know potential effects of hazardous substances on the body.

F3. Identify the home in which you live.

G1. Relate how scientists can be helpful in solving societal problems.

G2. Identify activities that can be used to conserve energy.

G3. Develop a plan to recycle items used in school.

G4. Identify the characteristics of a lifestyle that would make it ecologically sound.

H1. Classify pictures or stories from periodicals according to environmental response.

H2. Evaluate the main points of a technological issue.

Sample Learning Objectives for Grade 10

A1. Understand the impact of technological developments on society.

B1. Identify materials now in use that are replacing natural resources.

B2. Identify technologies that use renewable energy resources.

B3. Relate future energy to the need for new resources.

C2. Understand how scientific and technological endeavors involve cooperation among individuals and groups.

C3. Understand potential consequences resulting from interaction between technological advances and the environment.

D1. Identify future vocations in science.

D4. Compare and contrast the quality of life one hundred years ago with our current life style.

E1. Relate advertising techniques to consumer demands.

E2. Evaluate the need for additives in products used in the home.

E3. Understand the use of the scientific method in consumer decision-making.

F2. Analyze the quality of life.

F3. Predict the effects of new technologies on human ecosystems.

F4. Identify major factors which affect population growth and decline.

H1. Understand the operation of a recycling plant.

H3. Use the scientific method to formulate an opinion on an environmental issue.

H4. Predict the consequences of technological change.

Sample Learning Objectives for Grade 12

A1. Understand the interdependence of science, technology, and the economy relative to their development.

A2. Identify situations in which moral and ethical beliefs have affected the application of science.

B1. Understand ways that people can minimize the depletion of the earth's resources.

B2. Evaluate the ways in which natural resources have been allocated, utilized, and conserved in the nation.

C1. Recognize the implications of modern genetic technology.

C2. Recognize that controversy exists concerning controls versus non-controls over the application of technology.

D1. Relate several ways viruses and bacteria are used in industry and research.

E1. Analyze the impact of the accumulation of scientific and technological knowledge.

E2. Predict the effects of computer science on lifestyles, economics, and politics.

F1. Relate the biological increase of certain toxic substances in a food chain.

H1. Defend a position based upon research focused on a societal problem.

H2. Evaluate the economic, political, and social implications of scientific and technological developments.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will have a working knowledge of the principles of scientific research and their application in simple research projects.

Sample Learning Objectives for Grade 8

A1. Compare experimental data to those obtained by others.

A2. Recognize that experimental results are replicable.

A5. Demonstrate effective participation as a member of a laboratory group.

B1. Relate hypotheses or working assumptions in a concise manner.

B2. Demonstrate alternative procedures for solving a problem.

B3. Understand the need to acquire, organize, and evaluate data.

B4. Relate why controlled variables are used in an experiment.

B5. Demonstrate accurate measuring techniques.

B6. Relate a laboratory procedure that another student can follow.

Sample Learning Objectives for Grade 10

A1. Replicate the results of an experiment.

A2. Recognize that their experimental results must be open to the scrutiny of others.

A4. Recognize the difference between methods used by scientists and the process by which myths and superstitions develop.

B2. Relate data that reflect the accuracy of measuring devices.

B3. Demonstrate the ability to draw conclusions from collected data.

B4. Demonstrate various ways to display the same data.

Sample Learning Objectives for Grade 12

A-B. Apply scientific knowledge through the proper use of techniques, laboratory instruments, and the unbiased reporting of results.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will have a working knowledge of the processes, techniques, methods, equipment, and available technology of science.

Sample Learning Objectives for Grade 8

A1. Recognize the need for appropriate instruments to aid in observation.

B1. Use a classification scheme to organize objects.

C1. Recognize an inference based upon experimental observation.

D1. Evaluate the validity of a prediction through experimentation.

E1. Use standard units to measure properties of objects.

F1. Report the results of an experiment using tables and graphs.

G1. Develop an appropriate procedure for analyzing data.

H1. Use an operational definition developed from a simple experiment.

I1. Distinguish among questions to recognize those that are testable in the laboratory.

J1. Identify the variables in an experiment and suggest ways to control them.

L1. Demonstrate reliability by repeating an experiment.

M1. Use appropriate equipment to measure the volume of an irregular object.

Sample Learning Objectives for Grade 10

A1. Apply quantitative observational methods to accumulate precise data.

B1. Construct a classification scheme and demonstrate its use.

C1. Evaluate and revise an inference based upon additional data.

D1. Revise a prediction on the basis of additional information.

E1. Identify appropriate methods of measurement for a given task.

F1. Analyze the results of an experiment.

G1. Evaluate the interpretation of data collected during an experiment.

H1. Analyze an operational definition based upon a simple experiment.

I1. Use direct observation to develop a question to be answered in the laboratory.

L1. Distinguish between precision and accuracy.

M1. Identify possible sources of error in measuring instruments.

Sample Learning Objectives for Grade 12

A-M. Apply observation, hypothesis, theory, model, law, and assumption to everyday situations.

FINE ARTS

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the principal sensory, formal, technical, and expressive qualities of each of the arts.

Sample Learning Objectives for Grade 8

Visual Art

A1. Understand how color is used to create the illusion of space, movement, and mood.

A2. Understand how specific effects are achieved through placement and choice of shapes.

A3. Recognize texture in decorative and functional objects.

B1. Recognize visual and physical balance.

B2. Understand how visual rhythm and visual movement are achieved by repetition and gradation.

B3. Understand the use of variety in lines, colors, shapes and textures.

B4. Understand how regular and irregular patterns form visual rhythm.

D2. Analyze how the artist uses color to communicate.

Sample Learning Objectives for Grade 10

Visual Art

A1. Understand the relationships of mass and volume in a space.

A3. Identify distortion, abstraction, spatial illusion, linear and aerial perspective, and multiple views.

B1. Distinguish between dominant and subordinate uses of elements.

B2. Understand how structural principles (emphasis, proportion) contribute to the unity of that image.

Sample Learning Objectives for Grade 12

Visual Art

A1. Analyze how color, line, shape, texture and space interact in that image.

B1. Analyze how balance, rhythm, contrast, unity, and variety are used in that image.

C1. Understand how skills, materials, and techniques were used to produce that image.

D1. Understand how the mood, emotion, idea, or value is expressed in that image.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to identify processes and tools required to produce visual art, music, drama, and dance.

Sample Learning Objectives for Grade 8

Visual Art

A1. Understand or demonstrate the principles of linear and aerial perspective.

B1. Understand or demonstrate how a computer is used to produce original visual images.

Sample Learning Objectives for Grade 10

Visual Art

A1. Understand or demonstrate advertising techniques.

B4. Understand or demonstrate the operation of a loom.

Drama

H2. Understand how costumes affect a character.

Sample Learning Objectives for Grade 12

Drama

G1. Understand or demonstrate methods used to develop a dramatic performance.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate basic skills necessary to participate in the creation and/or performance of one of the arts.

Sample Learning Objectives for Grade 8

Visual Art

A1. Use a variety of lines, colors, and shapes to create visual images.

B1. Use a variety of textures to express specified ideas or feelings.

B2. Select appropriate color schemes to express specified ideas or feelings.

Drama

K1. Demonstrate various emotional responses to change the behavior of another character.

N1. Improvise a character in conflict with other people.

Sample Learning Objectives for Grade 10

Visual Art

A1. Use structural principles such as emphasis and proportion to create a unified visual image.

C5. Create a woven piece using a loom.

Dance

H1. Demonstrate how the body and its parts are used to convey a message.

Drama

K1. Demonstrate more than one emotional response to fit the motivations of a character in a dramatic script.

Sample Learning Objectives for Grade 12

Visual Art

A1. Create a visual image which demonstrates balance, unity, and variety.

B1. Produce a visual image which expresses a specified idea or feeling.

C1. Create visual images in a variety of media.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to identify significant works in the arts from major historical periods and how they reflect societies, cultures, and civilizations, past and present.

Sample Learning Objectives for Grade 10

C1. Understand ways in which art is used to influence society.

C2. Understand ways in which music is used to influence society.

C3. Understand ways in which dance is used to influence society.

C4. Understand ways in which drama is used to influence society.

Sample Learning Objectives for Grade 12

C1. Analyze the influence of visual art, music, dance, and drama on various societies, civilizations, and cultures.

LANGUAGE ARTS

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to read, comprehend, interpret, evaluate, and use written materials.

Sample Learning Objectives for Grade 8

A1. Locate information that is explicitly stated in the text.

A2. Remember the information that is explicitly stated in the text and restate this information in their own words.

A3. Summarize the important ideas of the text and the important supporting details.

B3. Ask questions after reading that take into account the entire text read and are used to clarify and to review the information.

C1. Understand a variety of reasons for reading such as learning of new information, use of text to accomplish the readers' goals, social interaction, entertainment, and self-exploration.

C2. Use appropriate texts such as fiction, nonfiction, poetry, letters, directions, and reference material to accomplish the various purposes for reading.

D1. Understand the difficulties of the text (vocabulary demands, content, organization, author's purpose), requirements of the task (what is expected as a result of reading), and their own knowledge, abilities, and motivation.

D2. Adjust their strategies for reading and understanding using decoding skills, context clues, self-questioning, predicting, reference materials, rereading, and adjustment of reading speed based on the demands of the reading situation.

E2. Explain the rationale for inferences made using the information from the text and from the readers' knowledge.

F1. Use, synthesize, and analyze information from a variety of sources to enhance understanding, for example, form opinions based upon a variety of information to compare/contrast, to verify information, and to expand knowledge.

G1. Explain and verify answers to questions about what has been read.

Sample Learning Objectives for Grade 10

A1. Locate information that is explicitly stated in the text.

A2. Remember the information that is explicitly stated in the text and restate this information in their own words.

A3. Summarize the important ideas of the text and the important supporting details.

B3. Ask questions after reading that take into account the entire text read and are used to clarify and to review the information.

C1. Understand a variety of reasons for reading such as learning of new information, use of text to accomplish the readers' goals, social interaction, entertainment, and self-exploration.

C2. Use appropriate texts such as fiction, nonfiction, poetry, letters, directions, and reference material to accomplish the various purposes for reading.

D1. Understand the difficulties of the text (vocabulary demands, content, organization, author's purpose), requirements of the task (what is expected as a result of reading), and their own knowledge, abilities, and motivation.

D2. Adjust their strategies for reading and understanding using decoding skills, context clues, self-questioning, predicting, reference materials, rereading, and adjustment of reading speed based on the demands of the reading situation.

E2. Explain the rationale for inferences made using the information from the text and from the reader's knowledge.

F1. Use, synthesize, and analyze information from a variety of sources to enhance understanding, for example, form opinions based upon a variety of information to compare/contrast, to verify information, and to expand knowledge.

G1. Explain and verify answers to questions about what has been read.

Sample Learning Objectives for Grade 12

A1. Locate information that is explicitly stated in the text.

A2. Remember the information that is explicitly stated in the text and restate this information in their own words.

A3. Summarize the important ideas of the text and the important supporting details.

B3. Ask questions after reading that take into account the entire text read and are used to clarify and to review the information.

C1. Understand a variety of reasons for reading such as learning of new information, use of text to accomplish the readers' goals, social interaction, entertainment, and self-exploration.

C2. Use appropriate texts such as fiction, nonfiction, poetry, letters, directions, and reference material to accomplish the various purposes for reading.

D1. Understand the difficulties of the text (vocabulary demands, content, organization, author's purpose), requirements of the task (what is expected as a result of reading), and their own knowledge, abilities, and motivation.

D2. Adjust their strategies for reading and understanding using decoding skills, context clues, self-questioning, predicting, reference materials, rereading, and adjustment of reading speed based on the demands of the reading situation.

E2. Explain the rationale for inferences made using the information from the text and from the readers' knowledge.

F1. Use, synthesize, and analyze information from a variety of sources to enhance understanding, for example, form opinions based upon a variety of information to compare/contrast, to verify information, and to expand knowledge.

G1. Explain and verify answers to questions about what has been read.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to listen critically and analytically.

Sample Learning Objectives for Grade 8

A2. Identify criteria for evaluating and judging a variety of oral messages.

B2. Follow multistep oral directions in the order given.

C1. Identify inconsistencies between verbal and nonverbal message cues.

C2. Identify a variety of alternative solutions to a problem.

C3. Analyze statements of observation, inference, and judgment in an oral message.

D1. Know the purposes being met by a specific message.

D2. Listen to accomplish a specific purpose.

E3. Relate values expressed in an oral message to their own values.

F1. Demonstrate skill in interactive situations.

F2. Make critical judgments as listeners and viewers and provide constructive criticism.

F3. Focus attention and sustain listening during an oral presentation of appropriate length.

F4. Demonstrate the ability to listen in situations with multiple distractions.

Sample Learning Objectives for Grade 10

A1. Analyze accurately the content of an oral message of an appropriate length.

A2. Judge the sufficiency of detail, the qualifications and credibility of sources, and the effectiveness of solutions proposed in oral messages.

B1. Identify the main ideas from a variety of kinds of oral messages and relate those ideas to the central theme.

B2. Follow a theme in an oral presentation from its introduction to its conclusion.

B3. Follow multistep oral directions in the order given.

C1. Evaluate the implications of verbal and nonverbal cues in oral presentations.

C2. Distinguish relevant from irrelevant information in an oral message.

C3. Analyze the relationships among ideas in an oral message.

D1. Distinguish among purposes in multifunction messages.

D2. Analyze the various techniques used by a source of an oral message to accomplish a purpose.

D3. Listen to a variety of oral messages to accomplish a specific purpose.

E2. Analyze differences of opinion based on a specific oral message.

F1. Demonstrate interaction skills in a variety of contexts.

F2. Provide constructive criticism based on critical judgments as listeners and viewers.

F3. Focus and sustain attention during an oral presentation of appropriate length.

F4. Demonstrate ability to listen in situations with multiple distractions.

Sample Learning Objectives for Grade 12

A1. Evaluate the content of an oral message of an appropriate length.

A2. Judge the sufficiency of detail, the qualifications and credibility of sources, and the effectiveness of solutions proposed in oral messages.

B1. Analyze the main ideas from a variety of kinds of oral messages and relate those ideas to the central theme.

B2. Identify the sequence of ideas from spoken messages.

C1. Evaluate the implications of verbal and nonverbal cues in oral presentation.

C2. Analyze the relationships among ideas in an oral message.

D1. Evaluate the various techniques used by a source of an oral message to accomplish a purpose.

E1. Distinguish among differing perspectives and points of view.

F1. Respond effectively and appropriately to oral messages.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to write standard English in a grammatical, well-organized, and coherent manner for a variety of purposes.

Sample Learning Objectives for Grade 8

A1. Know the purposes of public and personal writing.

A2. Use the various forms of public and personal writing.

A3. Write for various audiences.

B1. Focus clearly upon one central idea or event when writing.

C1. Use descriptive details, reasons for an opinion, concrete examples of solutions to a problem, and/or an authority's viewpoint to support the main idea.

E1. Write using conventional forms of standard English.

E2. Use the dictionary and/or other resources when unsure about the spelling of a word.

F1. Correct fragments and run-on sentences.

F2. Revise written work to correct spelling, punctuation, and grammar to meet the needs of audience and purpose.

Sample Learning Objectives for Grade 10

A1. Know the purposes of public and personal writing.

A2. Use the various forms of public and personal writing.

A3. Write for a variety of audiences.

B1. Focus clearly upon one central idea or event when writing.

B2. Use information from other sources when writing.

C1. Use descriptive details, reasons for an opinion, concrete examples of solutions to a problem, and/or an authority's viewpoint to support the main idea.

E1. Use standard English in matters of agreement in verb, pronoun, and modifier usage.

F3. Revise written work to meet the needs of audience and purpose.

Sample Learning Objectives for Grade 12

A1. Know and understand the purposes of public and personal writing.

A2. Know the correct form of public or personal writing appropriate to the audience.

B1. Develop and maintain a focus with a clear thesis, a main idea, theme, or unifying event.

C1. Support and elaborate the main point with specific information or reasons.

D1. Organize ideas clearly, coherently, and logically within the major discourse structures.

E1. Use standard English conventions when writing.

F1. Revise, edit, and proofread.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

Sample Learning Objectives for Grade 8

A1. Speak with clarity and conciseness.

B3. Organize an oral message with introduction, body, and conclusion.

B5. Develop an agenda for a group and use parliamentary procedure when appropriate.

C1. Use a variety of sources to support ideas in an oral message.

C2. Distinguish among statements of observation, opinion, and judgment.

D1. Demonstrate flexibility in language usage.

D2. Use standard English when speaking.

D3. Use physical movement, gestures, and eye contact to communicate interest and enthusiasm.

E1. Distinguish among the communication purposes of informing, persuading, imagining, feeling, and socializing.

E2. Use information effectively in an oral message.

E4. Use appropriate amenities in social contexts.

E5. Use oral messages creatively to express feeling.

Sample Learning Objectives for Grade 10

A2. Use notes and scripts effectively when speaking and reading aloud before an audience.

A3. Adapt verbal expressions for different performance situations.

B1. Expand or limit a topic for an oral presentation to meet time, setting, and audience needs.

B3. Identify logical relationships in oral messages.

B4. Provide oral message transitions.

B5. Phrase a problem and follow an agenda for a discussion.

C2. Distinguish among propositions of fact, policy, and value.

C3. Recognize fallacies in an argument.

C4. Use and credit sources appropriately.

D2. Use physical movements and visual aids in expressive ways appropriate to the situation.

E1. Organize information in an oral message.

E3. Demonstrate skill in using social amenities.

E4. Recreate a variety of role behaviors and emotions.

E5. Use imagination to develop new ideas in an oral presentation.

Sample Learning Objectives for Grade 12

D1. Use language and nonverbal cues appropriate to the topic, audience, and setting.

E1. Organize information in an oral message.

E2. Use language for a variety of purposes.

E3. Use imagination to develop new ideas in an oral presentation.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to understand the various forms of significant literature representative of different cultures, eras, and ideas.

Sample Learning Objectives for Grade 8

B1. Compare and contrast various types of factual literature.

E1. Understand the perspectives of authors of selected works.

E2. Compare and contrast the values, beliefs, or prejudices represented in similar literary works.

H2. Know the relationships between the theme of a literary work and appropriate real-life situations.

J1. Formulate an opinion of a given literary work.

Sample Learning Objectives for Grade 10

B1. Compare a specific factual work by type.

E1. Analyze how an author's perspective relates to the meaning of a work.

H1. Identify and discuss the central point, idea, or meaning in a given literary work.

H3. Know the relationships between the theme of a literary work and appropriate real-life situations.

J2. Formulate an opinion of a given literary work, providing specific reasons for particular judgments.

Sample Learning Objectives for Grade 12

E1. Understand selected literary works that manifest different value systems and philosophies.

J1. Evaluate selected literary works and support the evaluation with evidence.

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to understand how and why language functions and evolves.

Sample Learning Objectives for Grade 8

A1. Differentiate among statements of observation, inference, and judgment in oral and written messages.

C2. Make critical judgments as a listener and viewer, as well as provide constructive criticism.

Sample Learning Objectives for Grade 10

C1. Understand the purposes being met by a specific message.

C2. Draw inferences from all forms of communication.

MATHEMATICS

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to perform addition, subtraction, multiplication, and division using whole numbers, integers, fractions, and decimals.

Sample Learning Objectives for Grade 8

A1. Express percents less than 1% or greater than 100% as decimals or simple fractions.

B1. Without using a calculator, divide any decimal by another decimal with one significant digit.

B2. Divide fractions.

B3. Add and subtract integers.

B4. Multiply and divide integers with and without a calculator.

C1. Translate combinatorial multiplication situations into number sentences and solve and vice versa. (Example: With 5 pants and 7 shirts, how many different outfits does Kelly have?)

C2. Translate rate division situations into number sentences and solve and vice versa. (Example: If a person types 400 words in 9 minutes, about how many words are typed per minute?)

C3. Translate ratio division situations into number sentences and solve and vice versa. (Example: If the United States' population is 230 million and Canada's is about 23 million, how many times as many people live in the U.S.?)

C4. Translate addition situations involving positive and negative numbers into sentences and solve and vice versa. (Example: A gain of 5 points followed by a loss of 7 points followed by a gain of 3 points results in what net change?)

H1. Understand a personal financial budget.

H2. Schedule and budget time.

H3. Adjust a recipe for different amounts.

H4. Read diagrams, flowcharts, and schematics.

Sample Learning Objectives for Grade 10

A2. Express a repeating decimal as a simple fraction.

B1. Know the whole number quotient and remainder resulting from the division of two whole numbers on a calculator.

H1. Balance a checkbook.

H2. Fill out tax forms when given appropriate information.

H3. Understand a statement from a financial institution.

Sample Learning Objectives for Grade 12

C1. Translate work problem situations to mathematical expressions or sentences.

C2. Solve work problem situations that have been translated into mathematical sentences.

D1. Order numbers.

E1. Apply properties of numbers and operations to compute mentally or simplify computations.

E2. Use computational and problem-solving skills in real-life situations with or without a calculator as appropriate.

G1. Use factors and multiples.

H1. Evaluate financial packages.

H2. Understand government and other types of financial documents.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand and use ratios and percentages.

Sample Learning Objectives for Grade 8

B1. Set up proportions to correspond to appropriate English statements of relationships among quantities.

C1. Solve problems leading to proportions in arithmetic situations. (Example: If the ratio of boys to girls in a class is 4:5 and there are 20 boys, how many girls are there?)

E2. Solve problems involving discounts, sales tax, tips, and commissions.

E3. Solve problems involving simple interest.

Sample Learning Objectives for Grade 10

B1. Write proportions equivalent to a given proportion.

C2. Solve problems leading to proportions involving volume or weight. (Example: If two stones are of the same materials and shape and one is three times the other in length, width and height, how will their weights compare?)

E1. Solve problems involving percent of increase, percent of decrease, markup, and inflation.

E2. Calculate compound interest using a calculator.

Sample Learning Objectives for Grade 12

C1. Apply ratios and proportions in real-life situations.

D1. Interpret percents in various settings.

E1. Apply rates and percents in real-life situations.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to make and use measurements, including those of area and volume.

Sample Learning Objectives for Grade 8

D2. Convert capacities (pints, quarts, gallons) within the customary system.

D3. Convert weights (ounces, pounds, tons) in the customary system.

E1. Multiply or divide a given measure by a small whole number or small compatible unit. (Example: If 4 boards of equal length have a total length of 1.6 meters, how many centimeters long is each board?)

Sample Learning Objectives for Grade 10

D2. Convert from one unit to another when given a conversion rule. (Example: Convert dollars to pesos or miles per hour to feet per second when given an appropriate conversion rule.)

E1. Perform operations with measures. (Example: If a 100 watt bulb is left burning for 48 hours, about how many kilowatt-hours of energy have been used?)

Sample Learning Objectives for Grade 12

A1. Measure in a variety of contexts using appropriate units.

E1. Understand measurement systems, instruments, and techniques.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to identify, analyze, and solve problems using algebraic equations, inequalities, functions, and their graphs.

Sample Learning Objectives for Grade 8

B2. Solve one-step equations.

B4. Know whether or not a number is a solution to an inequality.

B5. Identify missing numbers in sentences illustrating the distributive property.

D1. Evaluate expressions involving the four fundamental operations when fractions, decimals, and integers are substituted for variables.

Sample Learning Objectives for Grade 10

D3. Know a rule by which the next term in a sequence may be obtained. (Example: In a sequence of 3, 5, 8, 13, . . . each term is the sum of the two preceding terms.)

Sample Learning Objectives for Grade 12

B1. Solve equations and inequalities found in everyday life.

D1. Apply formulas with and without calculators.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to understand and apply geometric concepts and relations in a variety of forms.

Sample Learning Objectives for Grade 8

A1. Identify views of three-dimensional objects as seen from different locations.

C2. Apply properties of similar figures to scale drawings and models.

Sample Learning Objectives for Grade 10

E6. Recognize when the conditions of a definition are met.

E7. Recognize and explain flaws in invalid arguments. (Example: From a statement, you should not deduce its converse.)

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to understand and use methods of data collection and analysis, including tables, charts, and comparisons.

Sample Learning Objectives for Grade 8

A1. Interpret a frequency, bar, broken-line, or circle graph.

C1. Extend information obtained from a sample to a larger group.

Sample Learning Objectives for Grade 10

E1. Read and interpret statistical charts and tables. (Example: Interpret an actuarial table.)

E2. Interpret graphs depicting the probabilities of an event.

E3. Make reasonable inferences from graphical comparisons of data sets.

E4. Evaluate the accuracy of presentation of data in media sources.

E5. Interpret $\pm$ in the context of accuracy of polls. (Example: Interpret $52\% \pm 3\%$.)

E6. Interpret results of polls as found in media sources.

E7. Differentiate between a sample and a population.

E9. Distinguish random sample from other kinds of samples.

E10. Recognize valid reasoning based on surveys and samples. (Example: Fifty-one heads in 100 tosses of a coin does not imply that the coin is false.)

G1. Recognize how the median, mean, and range are affected by changes in extreme values.

Sample Learning Objectives for Grade 12

A1. Analyze data from an experiment.

E1. Analyze tables, charts, arrays, schedules, experiments, and surveys reported in media sources.

E2. Understand information management.

G1. Analyze commonly used summary statistics.

H1. Design and conduct an experiment or survey using sampling.

STATE GOAL FOR LEARNING 7

As a result of their schooling, students will be able to use mathematics skills to estimate, approximate, and predict outcomes and to judge reasonableness of results.

Sample Learning Objectives for Grade 8

A4. Round any positive or negative number to the nearest integer value.

B1. Estimate past or future values when given values in a trend.

D1. Identify when information consists of estimates.

E1. Know whether enough information is presented to arrive at a conclusion.

E2. Identify information that is irrelevant to a given question.

E3. Formulate a reasonable question from given information.

E4. Identify information that was used in arriving at a particular conclusion.

E5. Know information that would suffice to reach a particular conclusion.

E6. Know an appropriate justification for a given conclusion.

G1. Know appropriate operations to use to arrive at the answer to a given question.

G2. Use trial-and-error as a problem-solving procedure.

G4. Use estimates of given numbers to estimate an answer to a given question. (Example: If a car uses !0.8 gallons of gas to travel 218 miles, its miles per gallon can be estimated by dividing 220 by 11.)

Sample Learning Objectives for Grade 10

E1. Know whether enough information is presented to arrive at a conclusion.

E2. Identify information that is irrelevant to a given question.

E3. Formulate a reasonable question from given information.

E4. Identify information that was used in arriving at a particular conclusion.

E5. Know information that would suffice to reach a particular conclusion.

E6. Know an appropriate justification for a given conclusion.

G1. Know appropriate operation to use to arrive at the answer to a given question.

G2. Use trial-and-error as a problem-solving procedure.

G4. Use estimates of given numbers to estimate an answer to a given question. (Example: If a car uses 10.8 gallons of gas to travel 218 miles, its miles per gallon can be estimated by dividing 220 by 11.)

Sample Learning Objectives for Grade 12

B1. Estimate present and future values from graphs or numerical information.

D1. Determine whether an estimate is a better alternative than an exact value.

E1. Evaluate conclusions from a given set of information.

E2. Understand deductive reasoning.

G1. Apply problem-solving procedures to solve or suggest a solution to a given problem.

H1. Use mental arithmetic to estimate results of computations.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the physical development, structure, and functions of the human body.

Sample Learning Objectives for Grade 8

Physical Development

A1. Know how to evaluate personal fitness.

E1. Know the effects of exercise on the functions of the body.

E2. Identify unique physiological and anatomical characteristics which influence performance in sports and physical activities.

E3. Analyze effects of diet on performance.

Health

F1. Understand factors that may affect heredity.

F2. Know the major stages of prenatal development.

F3. Understand environmental factors that influence the development and growth of fetus, infant, and child.

F4. Know developmental changes in the adolescent caused by the endocrine glands.

F5. Understand social and emotional changes that occur during adolescence.

F6. Identify changes that occur during adolescence, middle age, and the aged.

F7. Recognize practices that contribute to healthy aging.

F8. Understand death as it relates to culture and tradition.

Sample Learning Objectives for Grade 10

Physical Development

E2. Understand the effects of nutrition and drugs on performance.

Health

F1. Understand the function of the placenta, umbilical cord, and amniotic sac during human development.

F2. Know signs that indicate the presence of pregnancy.

F3. Identify signs of difficulty requiring medical care during pregnancy.

F4. Recognize ways a pregnant woman can positively influence prenatal development of the child.

F5. Know various types and stages of birth.

F6. Recognize some birth defects.

F7. Know how the endocrine system influences growth and development.

Sample Learning Objectives for Grade 12

Physical Development

A1. Understand the immediate and long-term effects of exercise and lack of exercise on the circulatory, respiratory, and muscular systems of the body.

Health

F1. Understand the basic concepts of human growth and development during the following stages: prenatal, infancy, childhood, adolescence, adulthood, and the aging.

F2. Know the sequence of events in the development of human life.

F3. Understand the skills and attitudes needed to be an effective parent.

G1. Understand basic human anatomy and physiology as they relate to health and disease.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.

Sample Learning Objectives for Grade 8

Physical Development

B2. Know how muscle energy is developed.

B4. Know the changes in heart, lung, muscle, bone, and connective tissue resulting from physical exercise.

Health

F1. Recognize the relationship between caloric intake and growth.

F2. Identify the function and source of each nutrient.

F3. Understand the function of each part of the digestive system.

F4. Understand the importance of a balanced diet to the adolescent's development.

G1. Understand common eating disorders among adolescents.

G2. Recognize potential outcomes of obesity.

G3. Understand the potential hazards of an excessive use of nutrients as they relate to disease.

H1. Understand the effects of being physically fit on mental and social health.

H2. Know the relationships among exercise, cardiovascular disease, and weight control.

I1. Identify sources of stress for the adolescent.

J1. Understand healthy and unhealthy responses to stress.

J2. Understand stress as it relates to suicide and physical and mental illness.

K1. Understand the basic human needs and their relationship to self-esteem.

K2. Understand how use of defense mechanisms relate to self-esteem.

K3. Recognize situations which require decisions that may affect well-being.

K4. Know and analyze alternative solutions to problems.

L1. Know community agencies specializing in the treatment of mental and emotional problems.

L2. Know services provided by substance-abuse agencies.

M1. Understand how gender-role stereotypes can influence behavior.

M2. Understand how physical characteristics play a role in the development of self-concept.

M3. Understand the relationships between self-concept and environmental influences.

N1. Know the causes of child abuse.

N2. Understand why the child is not responsible for child abuse.

N3. Know local sources of help for abused children.

O1. Recognize factors that influence decisions about the use of chemical substances.

O2. Identify alternatives to chemical use in meeting basic needs.

P1. Know the major classes of drugs and their physical effects on the body.

P2. Understand the social and emotional consequences of drug abuse.

P3. Understand the hazardous effects of social drugs.

P4. Recognize symptoms of physical and psychological addiction.

Q1. Identify factors that constitute a healthy lifestyle.

Q2. Know the effects of inadequate exercise on lifestyle.

R1. Know symptoms of an infection in the body.

R2. Recognize symptoms of disease as it relates to body systems.

R3. Know the warning signs of cancer.

R4. Know symptoms of diabetes.

S1. Identify local health agencies that treat disease.

S2. Recognize medical personnel and the types of service they provide.

S3. Recognize health agencies that deal primarily in the prevention of disease.

T1. Understand how pathogens cause and spread communicable diseases.

T2. Know the causes and the risk factors associated with major noncommunicable diseases.

T3. Recognize preventive measures that reduce the risk of developing communicable and noncommunicable diseases.

U2. Identify the major causes of death ten years ago versus those of today.

V1. Know characteristics of mental illness.

V2. Know factors that influence mental illness.

Sample Learning Objectives for Grade 10

Physical Development

E1. Understand the competitive process and its effects on emotions.

E2. Understand the influences of physical activity on stress control.

E3. Contrast assertive behavior with aggressiveness.

E4. Identify coping mechanisms for controlling stress.

E5. Understand the influences of stress on performance of selected sports and activities.

Health

F1. Understand nutritional concepts used in selecting balanced meals.

F2. Understand the relationships between caloric intake and growth.

F3. Recognize the changing nutritional needs from adolescence through adulthood.

G1. Understand the relationships between diet and cardiovascular disease.

I1. Know the types of stress.

J1. Understand the relationships between adolescent stress and suicide.

J2. Know possible causes and symptoms of adolescent suicide.

J3. Know constructive ways of coping with stress.

K1. Recognize the relationships between self-esteem and personality development.

K2. Understand behaviors associated with defense mechanisms.

K3. Know characteristics of a mentally healthy person.

K4. Know basic steps in problem-solving related to health issues.

K5. Know how to seek information relevant to making decisions regarding health practices.

K6. Understand how individual responsibility relates to decision making.

L1. Understand the function of community agencies which specialize in the treatment of mental and emotional problems.

L2. Know the steps one must take to enter a local drug treatment program.

M1. Understand how self-concept influences interpersonal relationships.

M2. Know parenting skills that contribute to positive self-concepts in children.

M3. Understand the importance of verbal and nonverbal communication.

N1. Distinguish among the types of child abuse.

N2. Evaluate factors that are associated with child abuse.

N3. Know characteristics of an abused child and of an abusive adult.

N4. Identify community agencies that can provide counseling for child abuse.

O1. Know common reasons people give for choosing to use chemical substances.

O2. Understand how the decision-making process relative to substance use can be influenced by peers.

O3. Know positive alternatives to substance use in meeting human needs.

P1. Know the basic effects of different chemical substances on the body.

P2. Know the effects of smoking and chewing tobacco on the body and know diseases related to tobacco use.

P3. Understand the effects of alcohol on mental functioning as blood alcohol levels rise.

P4. Know symptoms of alcoholism.

P5. Recognize behaviors commonly seen in chemically dependent people.

P6. Know physiological dangers of methods of illicit drug administration.

Q1. Know the relationships between a stressful lifestyle and disease.

Q2. Know lifestyles that contribute to the spread of communicable disease.

Q3. Recognize how choices in male and female relationships can affect future well-being.

Q4. Relate the importance of an adequate amount of sleep to a healthy lifestyle.

R1. Know symptoms of disease associated with the body systems.

S1. Identify local hospitals and clinics where treatment for disease can be obtained.

T1. Know the stages of a communicable disease.

T2. Know pathogens causing communicable disease and explain how they are spread.

T3. Know ways to reduce the spread of communicable disease.

T4. Know the body's lines of defense against disease.

T5. Identify the vaccines that adolescents and adults should have been given.

T6. Recognize possible complications of selected communicable diseases.

T7. Know reproductive diseases, their symptoms, and methods of prevention.

T8. Know risk factors for cardiovascular disease.

T9. Recognize methods of detecting cancer.

U1. Know the effects of today's communicable disease epidemics on society.

V1. Know major characteristics of mental health.

V2. Analyze factors contributing to mental illness.

Sample Learning Objectives for Grade 12

Physical Development

A1. Understand how cooperation and emotional control affect physical performance.

C1. Know selected skills and activities which make a contribution to physical fitness.

E1. Know the relationships of emotional control and stress to physical performance.

E2. Compare objective and subjective competitive situations.

E3. Perform techniques to relax and to control excitement related to participation in competitive sports.

Health

F1. Understand proper diet and changing balances in special conditions.

F2. Know ways to gain and lose weight safely.

G1. Understand the health problems of development and disease resulting from faulty nutrition.

H1. Understand the effects of regular exercise on emotional, physiological, and social well-being.

I1. Distinguish between stress and distress.

J1. Understand healthy and unhealthy responses to stress and their relationship to physical and mental illness.

K1. Recognize behaviors which promote self-esteem without being destructive to self or others.

K2. Understand behaviors which positively affect the self-concept of others.

L1. Understand how several community agencies provide personal and family assistance for mental and emotional problems and chemical use and abuse.

M1. Understand how positive self-concept is developed and how it relates to physical and emotional variations and interpersonal relationships.

N1. Understand the causes of child abuse and the methods of prevention.

O1. Know the motives for use and nonuse of chemical substances and recognize alternatives.

P1. Understand how drug-related behaviors affect physical, mental, and social well-being.

P2. Understand how the misuse of chemicals can produce immediate and situational or slow developing chronic problems.

Q1. Know how various lifestyles affect well-being.

R1. Recognize signs and symptoms indicating the need for professional medical attention.

S1. Know several health agencies and the type of medical personnel providing services for prevention and treatment of disease.

S2. Analyze valid criteria in the selection of health information, products, and services.

T1. Recognize the causes and methods of preventing common communicable and noncommunicable diseases, including dental disease.

U1. Understand the effects of certain diseases on society.

V1. Recognize the characteristics of mental health and mental illness.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to understand consumer health and safety, including environmental health.

Sample Learning Objectives for Grade 8

Health

A2. Perform with appropriate safety equipment in safe environments.

C1. Understand consumer fraud as it relates to their daily lives.

C2. Identify local agencies that assist consumers.

D1. Compare and contrast the differences between generic and brand-name health products.

E1. Understand factors influencing the purchase of over-the-counter drugs.

E2. Know advertising strategies used in the sale of health products.

E3. Analyze advertising strategies used to sell tobacco and alcoholic beverages.

E4. Recognize the stereotypical roles the advertising media use to influence the adolescent consumer.

F1. Analyze the parts of a health product label.

F2. Know the government agency responsible for evaluating health products.

G1. Know safety procedures needed in schools and the home to prevent accidents.

G2. Know ways to prevent fires.

J1. Know safety precautions babysitters can take to prevent abduction of children for whom they are responsible.

K1. Know sources of hazardous substances and their effects on health.

K2. Know the possible effects of sound on hearing.

K3. Know ways of preventing different types of pollution.

L1. Identify natural resources that are in danger of depletion now and in the future.

L2. Understand the relationship between improved socioeconomic lifestyle and environmental quality.

L3. Understand technological improvements and their impacts on the environment.

M1. Understand how population growth and decline affect the quality of life.

M2. Know factors that should be considered when planning a family.

Sample Learning Objectives for Grade 10

Health

A2. Perform with appropriate safety equipment in safe environments.

C1. Know how consumers can report fraudulent health products and/or practices.

D1. Know criteria for choosing a primary physician.

D2. Know criteria for selecting over-the-counter health aids.

E1. Analyze the advantages and disadvantages of generic, as opposed to brand-name, health products.

F1. Know criteria for evaluating food products and their labels.

F2. Know criteria to use in evaluating brand-names of health products for content and potential effectiveness.

J1. Know safety precautions parents or siblings can take to prevent child abduction.

J2. Know precautions that can be taken to avoid rape or abduction.

K1. Know air and water pollutants and describe their effects on human health.

K2. Know the effects of sound on health.

K4. Recognize precautions one should take during pollution alerts.

L1. Identify examples of people's abuse of the environment.

L2. Know steps that can be taken to decrease pollution.

M1. Evaluate the effects of population growth on resources.

M2. Analyze the relationships between population growth and global pollution.

Sample Learning Objectives for Grade 12

Physical Development

B2. Identify criteria to be used when selecting sports and fitness products, services, and clothing.

Health

C1. Know several local, state, and federal agencies providing consumer fraud information and assistance.

D1. Know criteria for selecting health-care practitioners and products.

E1. Identify and evaluate advertising strategies used in the sale of health products.

E2. Analyze health information presented in verbal and written form.

F1. Evaluate the contents of products affecting health.

G1. Understand safety procedures at home, workplace, school, and recreation sites for the prevention of fire, poisoning, drowning, and other accidents.

I1. Know appropriate emergency agencies and phone numbers.

J1. Know safety procedures that help in preventing child abduction.

K1. Recognize hazardous environmental substances and the efforts to control them.

K2. Evaluate situations that can be improved in their own personal environment.

L1. Understand how human relationships with the environment affect lifestyles in the present and in the future.

M1. Understand the relationships between population and resources.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance.

Sample Learning Objectives for Grade 10

Physical Development

J1. Identify several principles of growth and development that affect performance.

L1. Know the effects of exercise on metabolism, heart disease, and hypertension.

Sample Learning Objectives for Grade 12

Physical Development

J3. Identify several physical activities which may affect bone strength and growth.

L1. Understand the concept of physical well-being and the role of exercise in their lifestyle.

L2. Explain the role of exercise in energy balance and the maintenance of target weight.

L3. Identify the contribution of exercise to psychological well-being.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to plan a personal physical fitness and health program.

Sample Learning Objectives for Grade 8

Health

B1. Know daily practices which contribute to good health.

B2. Know practices that are detrimental to health.

Sample Learning Objectives for Grade 10

Physical Development

A1. Know the relationship between diet and exercise in controlling body composition.

Health

B1. Analyze a personal health plan that will include diet, exercise, and medical and dental care.

Sample Learning Objectives for Grade 12

Health

B1. Develop a personal health plan that will contribute to general health and well-being.

B2. Analyze fad behavior as a force affecting personal health.

B3. Understand that each individual is responsible for the development of his or her own lifestyle.

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to perform a variety of complex motor activities.

Sample Learning Objectives for Grade 10

Physical Development

J1. Demonstrate the transfer of skills and/or strategies of one activity to another similar activity.

Sample Learning Objectives for Grade 12

Physical Development

H2. Compare the effects of anxiety as a personality trait and anxiety which results from competition.

H3. Identify several learning styles and discuss their influence on skill acquisition.

H4. Identify personal goals for performance of skills in selected activities and develop a motivational plan to accomplish them.

I2. Analyze and evaluate their own performance and integrate information into subsequent successful performance.

J3. Demonstrate the transfer of skills and/or strategies of one activity to another similar activity.

STATE GOAL FOR LEARNING 7

As a result of their schooling, students will be able to demonstrate a variety of basic life-saving activities.

Sample Learning Objectives for Grade 8

Health

C3. Know how to give first aid to a choking victim.

C5. Know the first-aid procedures for victims of burns, poisoning, or bleeding.

Sample Learning Objectives for Grade 10

Health

C3. Understand the first-aid and rescue procedures for emergency situations.

Sample Learning Objectives for Grade 12

Health

C2. Know accident causation and prevention and how to establish priorities for actions at the scene of an emergency.

D2. Evaluate the roles and functions of organizations and groups in modifying and controlling environmental hazards.

SOCIAL SCIENCES

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

Sample Learning Objectives for Grade 8

A1. Assess the benefits of a written constitution.

A2. Understand the meaning of "majority rule."

C4. Evaluate the importance of the secret ballot in a democratic election.

E2. Demonstrate the ability to use parliamentary procedure.

E3. Know how citizens can participate in interest groups.

E4. Discriminate between the do's and don'ts in writing an effective letter to a legislator or other government official.

G2. Understand how production decisions in our country are affected by conditions in other countries.

H1. Analyze the different reactions of various groups and individuals to government regulations.

M1. Understand the meaning and importance of profit in business.

M2. Identify the factors which affect supply and demand.

M3. Understand the effects of competition on the producer and the consumer.

M4. Understand how the factors of production (natural resources, labor, capital, management) affect production.

Sample Learning Objectives for Grade 10

B1. Understand how an individual's rights may conflict with those of another individual or group or with the general welfare.

B2. Understand the relationship between being well-informed and responsible citizenship.

C1. Identify the things a citizen should consider in deciding whether to vote for a candidate.

G2. Explain the concept of comparative advantage.

M1. Assess how the division of labor helps to make people more interdependent.

M2. Compare the relationships between increasing productivity and economic growth.

M3. Analyze the relationships between savings, business investment, and employment.

M4. Understand the concepts of inflation, deflation, and economic cycles.

N1. Compare how the "what," "how," and "for whom" decisions are made in a market economy and a command economy.

N2. Understand why a market economy is likely to offer a greater variety of goods and services than a command economy.

O1. Analyze how changes in each of the following would likely influence economic behavior: profits, wages, and interest rates.

O2. Understand how the introduction of new technology can affect producers and consumers.

Sample Learning Objectives for Grade 12

M1. Analyze the principal elements in the concept of scarcity including unlimited wants, limited resources, and opportunity cost.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States, and Illinois.

Sample Learning Objectives for Grade 8

B1. Describe how local, state, and national problems are interrelated with world problems.

B2. Summarize methods people can use to conserve resources for future generations.

F1. Contrast rural and urban life in United States communities with communities in other countries.

F2. Assess the impact of industrial growth on American society.

Sample Learning Objectives for Grade 12

F2. Understand the impacts of urbanization, industrialization, and emerging technology on the nation's environment, as well as on its social, political, and economic institutions.

G1. Recognize that the cultural heritage of the United States is the product of other cultures, modified to meet the needs of the American people.

G2. Understand the roles played by racial and ethnic groups in developing the nation's pluralistic society.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

Sample Learning Objectives for Grade 8

A1. Know criteria social scientists use to evaluate theories.

D1. Know the relationship between a person's behavior and group influence.

E1. Know that support groups exist in societies to provide for the needs of humans.

E2. Compare personal and group needs in contemporary society.

F1. Analyze the effects of censorship on various forms of communication.

H1. Understand the importance of diverse customs and traditions in shaping American history.

I1. Analyze the role of mass communication in personal decision making.

Sample Learning Objectives for Grade 10

E1. Know that societies are complex systems made up of smaller groups.

E2. Analyze the role of support groups in societies.

H1. Understand the influences of customs and traditions in developing pluralistic societies.

I1. Analyze the influences of mass communication on a person's perception of the world.

I2. Evaluate the effects of mass communication on the global community.

I3. Know how mass communication promotes changes in attitudes in a society.

Sample Learning Objectives for Grade 12

A1. Understand how the social and physical sciences are complementary in describing the origin of the human species.

B1. Apply the methods of inquiry used in social sciences.

B2. Understand significant theories which explain how people learn.

B3. Know the major theories of motivation.

B4. Know the various definitions of the term "intelligence."

C1. Know the relationship between childhood experiences and adult personality.

C2. Understand the importance of values in developing a healthy, mature, and realistic concept of self.

C3. Know selected relationships between personality and development.

D1. Know how the family influences the development of personality.

D2. Understand the development and functions of the institution of the family.

E1. Know the common support networks in contemporary society.

F1. Understand the development of oral and written communication.

G1. Analyze the causes of antisocial behavior.

G2. Know how to find help in a variety of crisis situations.

H1. Understand how customs, traditions, and folkways shape human behavior.

I1. Understand the effects of mass communication on human behavior.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate a knowledge of world geography with emphasis on the United States.

Sample Learning Objectives for Grade 8

Location: Position on the Earth's Surface

C1. Understand how different groups of people adapt differently to similar physical environments.

C2. Understand how the physical environment helps influence the culture of groups.

Place: Physical and Human Characteristics

D1. Know some of the factors influencing the location of local community sites.

D2. Understand conditions that are likely to contribute to the growth or decline of a settlement.

E1. Understand the term "habitat."

E2. Know how habitats can be categorized according to their modifications by people.

E3. Understand why similar habitats are used differently by people with different cultures and traditions.

Relationships Within Places: Humans and Environments

G1. Compare traditional and modern societies.

G2. Understand the roles of natural resources and technology in differentiating between traditional and modern societies.

G3. Understand how the elements of traditional and modern societies often overlap.

G4. Identify some of the adjustments traditional and modern societies make to their physical environments.

H1. Understand the relationships between resources and industry.

I1. Understand how the human changes in natural settings are based upon cultural appraisals.

I2. Understand how occupancy patterns sometimes disregard the physical quality of the natural environment.

I3. Understand why humans generally attempt to control the quality and use of the natural environment.

I4. Understand how technology can affect the use of the natural environment.

Movement: Humans Interacting on the Earth

J1. Understand the role of trade in providing information about new products and ideas.

J2. Understand the role of technology in helping to define a culture's quality and style of life.

K2. Explain how improved transportation systems create networks that expedite the movement of people and the transfer of goods.

Regions: Formation and Change

N1. Identify the unique physical and cultural characteristics of the United States.

Sample Learning Objectives for Grade 10

Location: Position on the Earth's Surface

A2. Evaluate the relationships between physical and cultural features in the local community, the state, the nation, and the world.

Relationships Within Places: Humans and Environments

G1. Analyze why some customs derive from the physical conditions of a place and others result from the cultural preferences of a society.

G2. Analyze why the same natural resources or human-made objects can be used differently in different cultures throughout the world.

G3. Understand the role of technology in changing physical and cultural environments.

G4. Understand how the use of traditional and modern technology can result in a conflict of cultures.

H1. Understand how habitats have been modified by human activity.

H2. Know the meaning of habitat unity.

H3. Analyze why similar habitats are used differently.

H4. Know the meaning of multiple resource use.

H5. Understand how multiple resource use can cause conflict between culture groups and special-interest groups.

I1. Understand the kinds of decisions people must make to determine how to use the natural environment.

I2. Know the relative importance of political, economic, and social attitudes which influence the use of the natural environment.

Movement: Humans Interacting on the Earth

J3. Understand the limits of self-sufficiency in a complex world.

Regions: Formation and Change

N2. Recognize that the United States is a modern industrial nation with a relatively high standard of living.

N3. Analyze major trends in population growth and distribution in the United States.

Sample Learning Objectives for Grade 12

Place: Physical and Human Characteristics

E1. Understand how various groups within society may view places differently.

Relationships Within Places: Human and Environments

G1. Understand ways by which people inhabit, modify, and adapt culturally to different physical environments.

Movement: Human Interactivity on the Earth

J1. Analyze ways people depend on products, information, and ideas that come from beyond their immediate environment.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to apply the skills and knowledge gained in the social sciences to decision-making in life situations.

Sample Learning Objectives for Grade 8

A1. Understand the steps involved in the decision-making process.

A2. Understand that the decision-making process used by individuals or groups reflects their value systems.

B1. Understand that sources of information can be evaluated using a variety of criteria.

B2. Understand that information can be used to serve a variety of purposes.

B3. Analyze the impact of advertising as a source of information.

C1. Compare anticipated and unanticipated outcomes which result from a plan of action.

C2. Understand why government agencies develop social policies.

C3. Understand that social policies can be evaluated using a variety of criteria.

D1. Recognize that each person's ability to be a producer, consumer, and citizen depends on a number of economic, political, and social decisions.

D2. Recognize that each individual in a society plays different roles in the production and consumption of goods and services.

E1. Recognize that relationships between individuals are supported by a variety of forms of communication.

E2. Recognize that relationships between individuals and groups are maintained through a variety of support systems.

E3. Understand that some relationships are legislated by government bodies to maintain health, safety, order, and identity.

E4. Analyze the complex relationships existing among individual consumers, business, industry, and governmental entities.

G2. Recognize the value and availability of information provided by government publications.

H1. Understand the varieties of change operating within society.

H2. Understand the complexity of making a major social change.

I1. Understand the education and training required to prepare youth and adults for work.

I2. Identify the attitudinal skills which affect worker performance.

I3. Understand how business, industry, and organized labor influence the nature of work.

J1. Analyze the relationships between skill development and employment opportunities.

J2. Identify common skills and abilities that contribute to success across many careers and jobs.

K1. Understand that a society's values tend to grow out of its traditions.

K2. Recognize that the value systems in pluralistic societies emerge from a variety of traditions.

K3. Understand that social change within a society may conflict with its traditional value system.

L1. Understand the complexity of conflict resolution.

L2. Understand the techniques used to promote conflict resolution.

L3. Evaluate the usefulness of various approaches for achieving conflict resolution.

Sample Learning Objectives for Grade 10

A1. Analyze various models of decision-making.

A2. Evaluate the effectiveness of decision-making models.

A3. Recognize the relationships between a decision-making model and the values of those who designed it.

B1. Analyze appropriate criteria for evaluating sources of information.

B2. Know how to use criteria to evaluate sources of information.

C1. Understand that organizations develop policies designed to implement their goals and values.

C2. Understand that organizational policies have effects reaching beyond the organization itself into other areas of activity and influence.

C3. Know how to evaluate a policy according to a set of appropriate criteria.

D1. Understand that human activities can be classified by means of identifying the production and consumption of goods and services.

D2. Analyze an individual's daily activities to determine his or her role as producer, consumer, and citizen.

D3. Evaluate the production and consumption practices of selected social groups.

E1. Understand the varieties of relationships existing among individuals and between individuals and groups.

E2. Recognize that various types of relationships are characterized by distinctive communication techniques.

E3. Understand that all relationships entail rule-guided duties, responsibilities, and obligations.

E4. Understand the positive and negative effects that differences in cultural, social, and economic background have on relationships.

F1. Understand the importance of voting.

G2. Recognize that satisfactory political action results from knowing the purposes and structures of government agencies.

H1. Recognize that significant technological changes often relate to significant social changes.

H2. Understand that planned changes involve different efforts for implementation than unplanned changes.

H3. Recognize the differences in purpose between groups organized to seek popular changes and those organized to promote unpopular changes.

H4. Recognize the purposes of special interest groups.

I1. Understand the relationships between educational attainment and entry into varied occupational fields.

I2. Understand the knowledge and skills required for success in selected fields of work.

I3. Understand how employers, labor unions, managers, and workers interact with one another to achieve a common goal.

J1. Understand that education is a continuing process with applications to life enrichment and job enhancement.

J2. Distinguish between technical skills and employability skills and abilities that increase the likelihood of success in a field.

J3. Recognize that competence in a field of work entails the development of a wide range of skills.

K1. Recognize that personal values tend to reflect both harmonious and conflicting values of society.

K2. Analyze the criteria used by individuals to make a value judgment.

L1. Understand the differences between social conflicts and personal conflicts.

L2. Apply the principles of conflict resolution to specific problem situations.

M1. Understand the economic roles of the individual in society.

M2. Understand the factors that motivate and restrain consumer decisions.

M3. Recognize that the financial plans of consumers change as their values, goals, needs, resources, and position in the life cycle change.

M4. Understand the basic characteristics of a mixed free enterprise system.

Sample Learning Objectives for Grade 12

A1. Apply the principles of comparative pricing to real-life situations.

A2. Apply a rational decision-making process based on goals, values, and needs to selected consumer and social problems.

B1. Analyze the types of information sources needed to make effective consumer decisions.

C1. Evaluate the costs and benefits of a particular course of action.

D1. Compare the economic interdependence among agriculture, business, government, labor, and the consumer.

D2. Analyze the rights and responsibilities of consumers in the society and the economy.

D3. Analyze the interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic, political, and social system.

E1. Recognize the economic interdependence between the United States economy and the world economy.

E2. Understand various relationships between the individual and others in the local community, state, nation, and world.

F1. Understand the citizen's role in the election process at the local, state and national levels.

G1. Know how to use the various levels of government.

H1. Understand how individuals and/or groups effect change.

I1. Distinguish between rights and responsibilities of employers and workers in the work place.

I2. Analyze the role of the individual in the world of work.

J1. Understand the relationships between competence and potential.

K1. Analyze the relationships between individual and societal value systems.

L1. Evaluate strategies for conflict resolution in terms of selected criteria.

M1. Understand the principles of money management-including budgeting.

M2. Analyze the types and sources of consumer credit.

M3. Evaluate terms of credit agreements.

M4. Apply the principles of money management to financial planning situations.

M5. Analyze the management of human and material resources.

Appendix E

COMPUTER SOFTWARE LIST

COMPUTER SOFTWARE LIST

Advertising

Helps students to develop an awareness of how advertisers manipulate images and language in order to sell products.

Resource Management

Apple	Home Economics School Service Catalog	1990	$69.95

Aids: The Investigation

User unravels the events that lead to exposure to the virus and contracting the disease.

Personal Development

Apple	Cambridge Home Economics Catalog	1990-91	$79.95

Aids: The New Epidemic

Covers facts on AIDS including symptoms, treatment, prevention, transmission, and testing.

Personal Development

Apple	Cambridge Home Economics Catalog	1990-91	$79.95

Alcohol "The Party"

In this innovative computer program, students learn about the dangers of alcohol.

Personal Development

Apple	Cambridge Home Economics Catalog	1990-91	$65.00

Ask Me: Sex Information for Adolescents

This program answers frequently asked questions teens have about sex and sex-related issues.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog	1990-91	$99.00

Attitude Assessment

Pre/post test on job success attitudes. Job Readiness Series.

Employability Skills

Apple	JIST Catalog 1990	$69.95

Babysitting Basics

Fundamental information baby sitters need before undertaking their first baby-sitting job.

Child Care/Parenting

Apple	Home Economics School Service Catalog 1990	$59.95
Apple	Cambridge Home Economics Catalog 1990-91	$59.95

Bake and Taste

Stressing math and comprehension skills, this charming program puts novice cooks through all the steps required to bake.

Foods & Nutrition

Apple	Home Economics School Service Catalog 1990	$49.99

Be a Winner: Be Motivated

Builds motivational style then develops realistic expectations about achievements.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$69.95
Apple	**The Winning Combination** (set of 4)	$249.95
IBM	**The Winning Combination** (set of 4)	$249.95

Be a Winner: Negotiate

Basic principles involved in using negotiation as a means of meeting needs and improving interpersonal relationships.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$69.95

Be a Winner: Set Your Goals

Setting personal short and long term goals by analyzing your own abilities, values, and aptitudes.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog	1990-91	$69.95

Be a Winner: Be Assertive

Helps develop assertive social skills to enable students to communicate more effectively and increase self-esteem.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog	1990-91	$69.95

Buyer Beware

This program provides simulated shopping experiences to help students learn how to protect themselves as consumers.

Resource Management

Apple	Home Economics School Service Catalog	1990	$69.95

Cal-Boom

Learning the calorie content of common foods.

Foods and Nutrition

Apple	Home Economics School Service Catalog	1990	$70.00

Calorie Awareness Training

Software teaches calorie basics.

Foods and Nutrition

Apple II/IBM	Home Economics and Life Skills Catalog	1991	$49.00

Calorie Awareness Training

A tutorial, an entertaining game, a quiz, and attractive graphics reinforce the fundamental facts of calories.

Foods and Nutrition

Apple	Home Economics School Service Catalog 1990	$49.00

Career Compass

Users receive a six page printout in response to seventy work/activity questions.

Employability Skills

Apple II/IBM	JIST Catalog 1990	$99.00

Career Directions

Defines work preferences, skills, abilities, physical demands, occupational training time, and more.

Employability skills

Apple II/IBM	JIST Catalog 1990	$119.00

Career Search

This program uses two- and three-dimensional mazes in which students visit nine locations and answer questions that relate to their interests. Based on their answers, students get three lists of ten jobs.

Employability skills

Apple II	JIST Catalog 1990	$145.00

Career Steps: Job Search

Presents overview of the job search process.

Employability skills

Apple	JIST Catalog 1990	$82.50

Career Steps: Present for Success

Introduces the concept of professional image and the impact of speech, movement, and dress.

Employability skills

Apple	JIST Catalog 1990	$82.50

Checkbook

A simulation of money activities in daily life such as budgeting personal finances.

Resource Management

Apple	Home Economics School Service Catalog 1990	$47.50

Checking and Savings

This software program teaches the user how to open and use checking and savings accounts.

Resource Management

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$79.95

Child Development–Game Format Study Aid

Teaches the basic principles of child development.

Child Care/Parenting

Apple	Cambridge Home Economics Catalog 1990-91	$45.00

Child Development Series

This set of tutorial programs covers the field of child growth from conception through adolescence: *Introduction to Child Development*, *Theories of Child Development*, *Human Genetics*, *Prenatal Development*, *Infancy and Toddlerhood*, *Preschool and Early Childhood Education*, *School Age*, and *Adolescence*.

Child Care/Parenting

Apple	Home Economics School Service Catalog 1990	$150.00
	individual titles purchased separately	$25.00
Apple	AAVIM Vocational Resources Catalog	$150.00
IBM		$225.00

Cholesterol Countdown

Explores ways of controlling blood cholesterol levels.

Foods and Nutrition

Apple	Home Economics School Service Catalog	1990	$49.00

Clothing Quiz

A quiz game about clothing, fabrics, sewing, and fashion.

Clothing and Textiles

Apple II/IBM	Home Economics and Life Skills Catalog	1991	$49.00
Apple	Home Economics School Service Catalog	1990	$49.00

Cold Cash

Budgeting skills activities with computer applications.

Resource Management

Apple	Home Economics School Service Catalog	1990	$132.95

Color Your World

Intended to heighten awareness of colors, color combinations, and moods created by colors. Requires 128K and color monitor.

Living Environments

Apple IIe/IIc	Home Economics School Service Catalog	1990	$82.50

Consumers and the Law

An interactive program that gives students practice with consumer law concepts. Additional copies of the text-booklet are $3.50.

Resource Management

Apple	Home Economics School Service Catalog	1990	$179.00

Control Your Cholesterol

What you must know about cholesterol.

Foods and Nutrition

Apple II	Home Economics and Life Skills Catalog	1991	$49.00

Credit

Simplifying complex issues of credit.

Resource Management

Apple	Home Economics School Service Catalog	1990	$59.95

Credit and Loans

A program designed to teach the basics of applying for credit and loans and the wise use of credit. Job World Life Skills.

Resource Management

Apple/IBM	Cambridge Home Economics Catalog	1990-91	$79.95

Decision Making and Problem Solving

Presents seven specific strategies for defining, evaluating, and solving problems or for making complicated decisions.

Employability Skills

Apple	Home Economics School Service Catalog	1990	$39.95

Design Your Own Home

This series of software packages lets you design your home or office interiors, landscapes, and structures quickly and inexpensively.

Living Environments

Apple	Cambridge Home Economics Catalog	$195.95
IBM/Mac		$279.95

Architectural Design

Allows you to create structural floor plans, side views, building plans, and structural details.

Apple	Cambridge Home Economics Catalog 1990-91	$69.95
Apple IIGS		$89.85
IBM/Mac		$99.95

Architectural Library

Apple/IBM/Mac	**1** (vacation, solar, A-frame, country)	$29.95
Apple/IBM/Mac	**2** (traditional, ranch, colonial)	$29.95
Apple/IBM/Mac	**3** (modern, Spanish, Tudor, Cape Cod, Victorian, French)	$29.95
Apple/IBM/Mac	**4** (office)	$29.95

Digestion Simulator

Explains the workings of the human digestive system.

Foods and Nutrition

Apple	Home Economics School Service Catalog 1990	$55.00

Drug Abuse Learning Environment

Provides each student with consistent information regarding the serious health and social consequences of substance abuse.

Personal Development

IBM	Cambridge Home Economics Catalog 1990-91	$79.95

Drug Abuse Learning Environment, Grades 7 to 9
IBM $79.95

Drug Abuse Learning Environment, Grades 10 to 12
IBM $79.95

Ethics and You

Helps students to learn the meaning of ethics and principles and to discover their own unique set of principles and values.

Personal Development

Apple	Cambridge Home Economics Catalog 1990-91	$59.95

Etiquette Quiz

Welcome to computer software that helps your students learn the basics of good manners.

Personal Development

Apple II	Home Economics and Life Skills Catalog 1991	$59.00

Everyday Math Skills

Basic arithmetical problems are derived from everyday situations in this software series.

Resource Management

Apple	Home Economics School Service Catalog 1990	$79.90
Math and Your Personal Finances		$39.95
Math Around the House		$39.95

Fabric Identification Kit

Your own fabric lab on a disk. This software program has an integrated fabric swatch booklet and magnifying glass.

Clothing and Textiles

Apple II/IBM	Home Economics and Life Skills Catalog 1991	$59.00
Apple/IBM	Home Economics School Service Catalog 1990	$59.00

Fast Food

Students learn about the nutritional worth of a fast food meal.

Foods and Nutrition

Apple/IBM	Home Economics School Service Catalog 1990	$49.00

Fast Food Microguide

Take the fast food challenge–as easy to use as a drive-up window, as much fun as a fast food meal, and the kind of knowledge students will remember for a lifetime.

Foods and Nutrition

Apple II/IBM	Home Economics and Life Skills Catalog 1991	$59.00

Fatjack

Computer card game shows how fat sneaks into diets. Software that teaches about dietary fat.

Foods and Nutrition

Apple II	Home Economics and Life Skills Catalog 1991	$59.00
Apple	Home Economics School Service Catalog 1990	$59.00

Fiber Basics

Software teaches fiber basics. This program allows your students to teach themselves about ten commone fibers most often used in clothing.

Clothing and Textiles

Apple	Home Economics School Service Catalog 1990	$49.00
Apple II/IBM	Home Economics and Life Skills Catalog 1991	$49.00

Filling Out Job Applications

Presents terms and concepts necessary to complete most applications.

Employability Skills

Apple	JIST Catalog 1990	$69.95

First Day on the Job

Provides likely new employee situations and offers alternative coping styles. Job Success Series.

Employability Skills

Apple	JIST Catalog 1990	$69.95

Floorplan

This program allows you to draw your room on the screen and to rearrange furniture.

Living Environments

Apple II	Home Economics and Life Skills Catalog 1991	$49.00
Apple	Home Economics School Service Catalog 1990	$49.00

Food for Thought

Tests students' knowledge of general nutrition at two levels of difficulty.

Foods and Nutrition

Apple/IBM	Home Economics School Service Catalog 1990	$39.95
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$39.95

Food Group Puzzles

These two new computer games review and reinforce basic food group facts.

Foods and Nutrition

Apple	Cambridge Home Economics 1990-91	$55.00

Grease

Focuses on fat and cholesterol and their association with heart diseases.

Foods and Nutrition

Apple/IBM	Home Economics School Service Catalog 1990	$39.95
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$39.95

Grocery Games

Students compete in four events that develop skills needed for real world grocery shopping.

Foods and Nutrition

Apple	Cambridge Home Economics Catalog 1990-91	$49.00
Apple	Home Economics and Life Skills Catalog 1991	$59.00
Apple II	Home Economics School Service Catalog 1990	$59.00

Hi-Lo

A food fat awareness game.

Foods and Nutrition

Apple	Home Economics School Service Catalog 1990	$70.00

Home Energy Savings

Students compete with each other to lower the energy bills of a hypothetical house.

Living Environments

Apple	Home Economics School Service Catalog 1990	$59.95

How to Handle a Checking Account

On screen checkbook gives practice. The best time to learn the essentials of a checking account is before the learning concerns real money.

Resource Management

Apple II/IBM	Home Economics and Life Skills Catalog 1991	$49.00
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$49.00

How to Read Ad Claims

Teaches the concept of "weasel words" used in advertising claims and encourages critical reading.

Resource Management

Apple II/IBM	Home Economics and Life Skills Catalog 1991	$49.00
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$49.00

Insurance: Sorting It Out

With this high interest humorous program, prepare your students for the difficult decisions which accompany independent living. Students make informed choices among types of coverage and policies.

Resource Management

Apple	Home Economics School Service Catalog 1990	$69.95
Apple	Cambridge Home Economics Catalog 1990-91	$69.95

Intimacy, the Art of Communication

Communication is an art that is essential to all relationships.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$49.50

Jumpin Jack Flash

Calculates the number of calories expended when working, playing, or resting.

Foods and Nutrition

Apple/IBM	Home Economics School Service Catalog 1990	$39.95
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$39.95

Know It All

Includes the program and guide.

Foods and Nutrition

Apple/IBM	Home Economics School Service Catalog 1990	$199.95
In the Kitchen		$49.95
Safe and Nutritious Foods		$49.95
Cultural Foods		$49.95
Something's Cooking		$49.95
Let's Eat		$49.95

Know It All I: In the Kitchen

Features three games each focusing on different topics such as selecting, storing, and preparing foods; kitchen equipment; and cooking terms.

Foods and Nutrition

Apple	Cambridge Home Economics Catalog 1990-91	$49.95

Know It All II: Safe and Nutritious Foods

Features three games each focusing on food and kitchen safety, nutrition labeling, nutrient functions, and sources.

Foods and Nutrition

Apple	Cambridge Home Economics Catalog 1990-91	$49.95

Know It All III: Cultural Foods

Features three games each focusing on cultural foods from one region of the world.

Foods and Nutrition

Apple	Cambridge Home Economics Catalog 1990-91	$49.95

Lifeline: Nutrition

Analyzes the essential nutrients in over one thousand foods.

Foods and Nutrition

Apple	Cambridge Home Economics Catalog 1990-91	$150.00

Living Alone

Helps users clarify goals as they consider independence. Encourages a realistic appraisal of such factors as expenses.

Personal Development

Apple	Home Economics School Service Catalog 1990	$69.95

Looking Good

Stresses the importance of first impressions and helps users determine appropriate type of dress for a variety of entry level jobs. Job Success Series.

Employability Skills

Apple	JIST Catalog 1990	$69.95

Master Budget Calculator

This package allows for generation of personal budgets based on a number of filled-in personal items.

Resource Management

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$98.00

Micro Cookbook

Sorts recipes according to ingredients.

Foods and Nutrition

Apple IIe/IIc/IBM	Home Economics School Service Catalog 1990	$49.95

Money Management and Banking Series

Introduction to the basics of money management.

Resource Management

Apple	Home Economics School Service Catalog 1990	$104.50
Banking: Disk 1		$55.00
Money Management: Disk 2		$55.00

Money Matters

This is a highly interactive program designed to focus on identifying various coins and bills, counting money, and making change.

Resource Management

Apple	Home Economics School Service Catalog 1990	$59.95
Apple	Cambridge Home Economics Catalog 1990-91	$59.95

Munchies

Helps students make wiser choices when choosing snacks.

Foods and Nutrition

Apple/IBM	Home Economics Schools Service Catalog 1990	$39.95
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$39.95

Never Fat Again

Learn to change old eating habits and replace with new behaviors.

Foods and Nutrition

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$49.50

Nutri-Bytes

Principles of good nutrition.

Foods and Nutrition

Apple/IBM	Home Economics School Service Catalog 1990	$39.95

Nutrient Analysis System 2

This program can be used to analyze a recipe, single food, meal, or a twenty-four hour eating period.

Foods and Nutrition

Apple	Cambridge Home Economics Catalog 1990-91	$289.00

Nutrient Data Bank

Database containing 1001 foods (including brand name and fast foods). Provides eleven nutrient analyses and searches for foods that meet certain nutrient requirements.

Foods and Nutrition

Apple	Home Economics School Service Catalog 1990	$49.00

Nutrition and Nutrition Simulation

Students practice modifying menus to improve nutritional intake.

Foods and Nutrition

Apple	Home Economics School Service Catalog 1990	$89.00
Nutrition Tutorial		$49.95
Nutrition Simulation		$49.95

Nutrition Express

Students are quizzed on their knowledge of cholesterol, sodium, fats, calories, and vitamins in the diet.

Foods and Nutrition

Apple	Home Economics School Service Catalog 1990	$39.95

Nutrition Pursuit

Over six hundred carefully researched questions teach as well as entertain. Correct answers are always displayed.

Foods and Nutrition

Apple II/IBM	Home Economics and Life Skills Catalog 1991	$49.00
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$49.00

Parent-Adolescent Series

Three programs designed to aid in the communication between parent and adolescent.

Personal Development

Apple	Cambridge Home Economics Catalog 1990-91	$79.95

Personality Profile 2

This program is a valuable tool for understanding your personality and personality development.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$49.50

Please Understand Me

Easy to use program inventories and analyzes the personality characteristics of users. Helps students determine their psychological type, temperament type, and career interests as well as information about their relationships with others.

Personal Development

Apple/IBM	Home Economics School Service Catalog 1990	$89.00
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$89.00
Please Understand Me Book		$11.95
	five or more	$10.75

Positive Parenting

This interactive program provides students with insight into the process of raising children–the problems and challenges of parenting.

Child Care/Parenting

Apple	Home Economics School Service Catalog 1990	$69.95
Apple	Cambridge Home Economics Catalog 1990-91	$69.95

Pregnancy Series

Interactive and informative tutorials stress the importance of healthy prenatal care.

Child Care/Parenting

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$59.95

Resumes Made Easy

Uses a conversational step by step style and automatically formats responses into a functional or chronological resume. Job Readiness Series.

Employability Skills

Apple	JIST Catalog 1990	$69.95

Salty Dog

Examines the role of sodium in the diet and the effect of sodium on blood pressure.

Foods and Nutrition

Apple/IBM	Home Economics School Service Catalog 1990	$39.95
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$39.95

Self-Exploration Series

Three interactive programs that help students become more aware of their values.

Who Am I?: Series 1

Career Exploration: Series 2

Study Skills: Series 3

Personal Development

Apple	Home Economics School Service Catalog 1990	$39.95
Apple	Cambridge Home Economics Catalog 1990-91	$39.95

Snackmonster

Can you pick the foods with the least calories? In this program students win by obtaining the lowest total calorie count. Students learn which snacks have the most calories.

Foods and Nutrition

Apple II/IBM	Home Economics and Life Skills Catalog 1991	$49.00
Apple/IBM	Home Economics School Service Catalog 1990	$49.00
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$49.00

Stress and the Young Adult

Emphasizes the key to stress reduction.

Personal Development

Apple	Home Economics School Service Catalog 1990	$69.95

Successful Job Interviewing

Emphasizes the importance of preparing for an interview.

Employability Skills

Apple	JIST Catalog 1990	$69.95

Sweet Tooth

Shows hidden sources of sugar. Answers questions frequently asked about sugar.

Foods and Nutrition

Apple/IBM	Home Economics School Service Catalog 1990	$39.95
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$39.95

The Baby Game

This educational software program facilitates a realistic understanding of the responsibilities, results, and costs of parenting.

Child Care/Parenting

IBM	Cambridge Home Economics Catalog 1990-91	$49.95

The Crystal Ball

Software teaches how money grows. Students see their savings grow and learn the "magic" of compound interest and the value of regular saving.

Resource Management

Apple II/IBM	Home Economics and Life Skills Catalog	1991	$49.00

The First Date . . . A Simulation

The program helps students to choose appropriate reactions to fifteen common experiences encountered in beginning dating relationships.

Personal Development

Apple	Cambridge Home Economics Catalog	1990-91	$55.00

The Micro Guide to Fashion Careers

Ideal tool for exploring careers with a future.

Employability Skills

Apple/IBM	Cambridge Home Economics Catalog	1990-91	$79.00

The Parent Pit

This is a challenging, flexible enrichment activity.

Child Care/Parenting

Apple	Cambridge Home Economics Catalog	1990-91	$45.00

The Winning Combination

Be a winner: Be assertive. Helps develop assertive social skills that enable students to communicate more effectively and increase self-esteem.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog	1990-91	$69.95

There's a Career for You in Home Ec

This program evaluates the user's interests and aptitudes and suggests suitable home economic careers from a list of fifty-three possibilities.

Resource Management

Apple	Home Economics School Service Catalog 1990	$79.95
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$79.95

Total Stress Management System

This program covers many techniques to reduce stress and tension.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$89.50

Understanding Food Labels

This program helps students decode the complex phraseology of food labels.

Foods and Nutrition

Apple II/IBM	Home Economics and Life Skills Catalog 1991	$49.00
Apple/IBM	Home Economics School Service Catalog 1990	$49.00

Values Auction

This program introduces students to the importance of exploring major reward systems in the world of work.

Personal Development

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$79.00

Values Clarification Series

Helps students become more aware of their values.

Personal Development

Apple	Cambridge Home Economics Catalog 1990-91	$79.95

Weightcalc

Students find out more about calories and how weight, diet, and activity are connected. Five interactive programs teach the basics of how food, fat, and activity relate to weight and fitness.

Foods and Nutrition

Apple II/IBM	Home Economics and Life Skills Catalog 1991	$49.00
Apple/IBM	Home Economics School Service Catalog 1990	$49.00

What Did You Eat Yesterday?

The computer analyzes your diet for protein, fat, salt, thiamin, riboflavin, niacin, calcium, iron, and calories.

Foods and Nutrition

Apple/IBM	Home Economics School Service Catalog 1990	$59.00
Apple II/IBM	Home Economics and Life Skills Catalog 1991	$59.00
Apple/IBM	Cambridge Home Economics Catalog 1990-91	$59.00

Work Habits

Tutorials lead users to review appropriate on the job behavior basics. Job Success Series.

Employability Skills

Apple	JIST Catalog 1990	$69.95

You and Others Series

Provides valuable information on personal relationships.

Personal Development

Apple	Cambridge Home Economics Catalog 1990-91	$79.95

You Are What You Eat

Analyzes a meal or an entire day's diet.

Foods and Nutrition

Apple/IBM	Cambridge Home Economics Catalog 1990-91	$79.95
Apple/IBM	Home Economics School Service Catalog 1990	$79.95

Young Parent, Young Child

Provides teenage parents or prospective parents with essential knowledge of the developmental stages of infants and toddlers. Additional student manuals are $7.95.

Child Care/Parenting

Apple	Home Economics School Service Catalog	1990	$410.00

Your Personal Habits

Program with four occupational subsections: office worker, factory worker, practical nurse, and waiter/waitress. Covers behaviors that can help or hinder job success. Job Success Series.

Employability Skills

Apple	JIST Catalog	$69.95

Appendix F

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

The following group of individuals at Illinois State University were responsible for developing this curriculum guide:

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